



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

In her *Social Problems: Outlines and References* Miss Stewart has made a valuable contribution to the literature on the social studies in high schools. As suggested by the subtitle, the book consists of two parts, one devoted to outlines and one to references. The first consists of rather elaborate outlines, accompanied by specific references, of twelve topics, as follows: adjustment, ego or socius, adjusting man, education and child labor, wages and standards, city maladjustments, woman and economics, family-social virtues, conservation of labor, labor and business, society and business, and socialism. Part II is made up of references on a large number of topics in the field of social science arranged alphabetically. This phase of the work should be of inestimable value to one engaged in teaching a course such as the one Miss Stewart outlines in the first part of her book.

*A new book for social workers.*—Social workers will find much of interest and value in a recent publication in their field.<sup>1</sup> The title of the work is very appropriate, since so much of the material is of a historical character. For example, there are three chapters on the family historically treated. These are entitled: "The Primitive Family," "The Medieval Family," and "The Renaissance and Reformation Family." Other closely related subjects are "Birth Control" and "Sterilization, Sex-Instruction, and Eugenics." On these subjects the author's views are safe, conservative, and constructive. The three chapters on the historical treatment of the family would make excellent supplementary reading for a course in social problems such as the one outlined by Miss Stewart in her book of which mention has been made above.

*A book with an attractive title.*<sup>2</sup>—There is much said nowadays concerning making the school an integral part of the life of the community. From its title the book under review here would seem to offer valuable contributions along this line. On a careful examination of its contents, however, one is forced to conclude that the book is simply another one rather than a new one in the field. It treats of such subjects as school government, school punishments, conducting a recitation, teaching arithmetic, history, grammar, geography, hygiene, literature, composition, nature-study, agriculture, home science, and the like. While the book contains many concrete and helpful suggestions relative to the teaching of these subjects, there is in reality little

---

<sup>1</sup> E. J. MENGE, *Backgrounds for Social Workers*. Boston: Richard G. Badger, The Gorman Press, 1918. Pp. 214.

<sup>2</sup> INEZ N. MCFEE, *The Teacher, the School, and the Community*. New York: American Book Co., 1918. Pp. 256.

in it that has not been said over and over again during the past three decades or so. The style and treatment throughout the work are thoroughly adapted to inexperienced and untrained teachers. If it were needed, the author could find a justification for her book in this fact.

### III. CURRENT PUBLICATIONS RECEIVED DURING THE PAST MONTH

#### A. GENERAL EDUCATIONAL METHOD, HISTORY, THEORY, AND PRACTICE

*Annual Reports of the Board of Education of the City of Detroit.* Detroit, 1917, 1918. Pp. 245.

HANMER, LEE F. *Physical Training and Play. The Gary Public Schools.* Paper. New York: General Education Board, 1918. Pp. xix+35.

McFEE, INEZ N. *The Teacher, the School, and the Community.* New York: American Book Co., 1918. Pp. 256.

MONROE, WALTER SCOTT. *Measuring the Results of Teaching.* Cambridge: Riverside Press, 1918. Pp. xviii+297.

*Organization and Administration of Intermediate Schools in Boston.* Bulletin No. XVII of the Department of Educational Investigation and Measurement. Boston: City of Boston Printing Department, September, 1918. Pp. 75.

#### B. BOOKS PRIMARILY FOR ELEMENTARY-GRADE TEACHERS AND PUPILS

BAILEY, CAROLYN SHERWIN. *What to Do for Uncle Sam.* Chicago: A. Flanagan Co., 1918. Pp. 220. \$0.75.

BRYANT, SARA CONE. *I Am an American.* Boston: Houghton Mifflin Co., 1918. Pp. 159. \$0.60.

LASELLE, MARY A. *The Home and Country Readers.* Book Four. Boston: Little, Brown & Co., 1918. Pp. 336. \$0.65.

MOSELY, EDWARD LINCOLN. *Trees, Stars, and Birds—A Book of Outdoor Science.* Yonkers-on-Hudson: World Book Co., 1919. Pp. viii+404+xvi. \$1.40.

ZIEGLER, S. H., and JAQUETTE, HELEN. *Our Community.* Philadelphia: John C. Winston Co., 1918. Pp. xiii+240.